Passage Selection Guidelines for the PARCC Mid-Year and Summative Assessments, Grades 3-11, in ELA/Literacy[1] (Phase 2 Item Development)

Along with instructional materials and teacher training, assessment development is essential to the successful implementation of the Common Core State Standards (CCSS). While many of the expectations outlined in the CCSS align with previous versions of many state standards for ELA, the CCSS do represent some shifts in emphasis with direct implications for assessment development. In particular, the CCSS devote considerable attention to the types and nature of texts used in instruction and assessment. The foundation for preparing students for the linguistic rigors of college and the workplace lies in the texts with which they interact. By the time they graduate, students should be prepared to successfully read and analyze the types of complex texts they will encounter after high school. Selecting passages of appropriate type and complexity for use in assessment is integral to this preparation.

One of the major shifts of the CCSS is an emphasis on developing skills for comprehending and analyzing informational texts. Increased exposure to informational texts better prepares students for the various types of texts they will encounter in college and the workplace. The array of passages selected for the PARCC Mid-Year and Summative assessments in grades 3-11 should support the development of the necessary skills to handle this range of informational texts.

Another shift is an increased emphasis on the analysis across multiple texts, often of varied genres and media. Several standards focus on the integration of knowledge and ideas across multiple texts and genres and, therefore, require inter-textual and multi-media analysis. These expectations require special attention to selection of related passages, chosen specifically to support assessment of the full range of expectations.

This document offers five guidelines to consider when selecting passages. These guidelines should inform the training of **passage finders** in order to ensure a pool of acceptable passages that can support assessment of the CCSS for the PARCC summative assessments. These guidelines will also inform **form assemblers** as they construct forms that will assess the full continuum of standards. In choosing passages, passage finders should consider:

A.   Using the framework for determining Text Complexity
B.   Selecting a variety of text types (including different types of texts, a balance of authors by gender and ethnicity, and texts that appeal to a diverse student population)
C.   Selecting passages that allow for a range of standards/evidences to be demonstrated to meet the PARCC claims

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[1] Throughout this document, the words "passage" and "text" are used synonymously. For the purposes of this document, a passage or a text is defined as a stimulus that allows for the measurement of the PARCC summative assessment claims in reading. It should be noted too that a passage or text may contain art work, photographs, graphics or other visuals. In addition, a passage or text may be print or multi-media.

D. Pairing passages effectively
E. Meeting demands of Bias and Sensitivity Guidelines

A. Using the framework for determining Text Complexity

Selecting passages of appropriate complexity is essential for assessing the comprehension skills at each developmental level. Passages, too basic for a given level, will not possess the necessary vocabulary, syntax, structures, and content development to assess the grade-level skills. Passages too complex for a given level will contain characteristics that interfere with the assessment of the grade-level skills.

PARCC has agreed upon a framework for determining text complexity. Passage selectors will utilize this framework to determine text complexity. The details of the framework are described below:

PARCC will utilize two components for determining text complexity for **all** passages/texts proposed:
1. Three quantitative text complexity measures (i.e., Reading Maturity Metric, SourceRater, and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for grade level.

   Note: In instances where the complexity measures do not place the text in the same grade level, passage selectors should note the potential grade levels given for the text and then proceed to the qualitative complexity analysis.

2. The Complexity Analysis Worksheets will be used to apply the separate qualitative measure for informational and literary text. The results will be used to determine a recommendation for text complexity within a final grade level, and will result in a categorization of each text as readily accessible, moderately complex, or very complex.[2]

   Note: For multimedia text, we will apply qualitative judgments from one or both of the "optional" categories in the two Complexity Analysis Worksheets to make a holistic judgment of the complexity of the material.

   For each text and multimedia text, the complexity level will be determined by the number of traits it exhibits that are classified as readily accessible, moderately complex, or very complex. In many instances, a text will demonstrate fairly uniform complexity across traits, as demonstrated by the completed rubric (see Appendix #). Sometimes, however, there is a discrepancy in the complexity across traits. When this occurs, passage selectors must carefully weigh the balance of complexity across traits to make a determination.

   > As part of the passage selection process, the passage selector should record his/her rationale to describe how both the quantitative and qualitative information were considered and used to inform the final grade level and text complexity determinations. The rationale will be presented along with the passage to assist in the passage review process.

   > The contractor for item development/passage selection brings passages to the review process with proposed complexity levels based on the process described above. Reviewers check that the quantitative data, qualitative data, and complexity levels assigned adequately reflect appropriate grade level and complexity level decisions.

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[2] Texts such as poetry, drama, transcripts, and those depicting step by step processes will be assign a grade level based on a qualitative evaluation.

A Note About Length of Texts:

One element quantitative measures use to determine text complexity is the length of a text. PARCC has established the following grade-level guidelines to inform passage selection with regards to length of texts.

Table 2. Minimum/Maximum Passage Lengths by Grade Band

Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction
3 – 5	200 – 800 words
6 – 8	400 – 1,000 words
9 – 11	500 – 1,500 words

It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation task and one of the literary texts selected for the Literary Analysis task should be closer to the end of the range listed for the grade band than the beginning of the range for that grade band.

PARCC recognizes that the length of a text is only one element in determining text complexity, and it is the overall appropriateness of texts, rather than merely text length that should guide text selection. In considering length of both print and multimedia texts, form assemblers must consider overall testing time when deciding which texts to place together in a single form.

B. Selecting a variety of texts (including different types of texts, a balance of authors by gender and ethnicity, and texts that appeal to a diverse student population)

General Criteria for Selecting Authentic Texts

The texts students encounter on tests should be worthy of careful attention, be content rich and challenging, and exhibit professional published quality. In short, assessment materials should be of sufficient quality and complexity that students can demonstrate that they are on the path to achieve college and career readiness.

Generally, texts used for assessment should be drawn from previously published materials because these materials have undergone professional review and editing in the publication process.

Informational texts that have been commissioned specifically for a test typically lack the quality and complexity required to meet the expectations of the Common Core; often they demonstrate poor use of evidence, possess weak organizational structure, lack density, and/or have questionable content accuracy. Also, commissioned texts are often simplistic, failing to provide sufficient information for students to gain important knowledge.

Similarly, literary texts that have been commissioned for a test often fail to demonstrate the deft character development, plotting, and thematic relevance that are hallmarks of the fiction writer's craft. Commissioned literary nonfiction also often fails to exhibit the professional qualities expected in this rich genre.

Consequently, passage finders should plan to locate authentic texts for the PARCC Mid-Year and Summative Assessments for English Language Arts/Literacy.

Criteria for Range and Variety of Texts

Since the CCSS call for students to comprehend a range of grade-appropriate complex texts, it is important that passage finders and form assemblers select texts for the PARCC assessments that represent a range of texts that students should be reading at each grade level to prepare them for entry-level reading in college. In considering this range, one important consideration is a need to balance texts written by authors with diverse backgrounds, including a balance of authors by gender and ethnicity. In addition, since the students taking the PARCC assessments are themselves a diverse population, texts selected should appeal to a wide-range of student audiences. Form assemblers should create forms that demonstrate this range of diversity as well.

Texts come in a variety of forms or genres, and each text has its own unique purpose(s) and structure(s). Each of these types has unique characteristics, but they can be grouped by general similarities in structure and purpose. Passage finders and form assemblers will want to use a variety of text types in locating texts and in putting together forms so that the PARCC assessments allow students to demonstrate their ability to read and comprehend a range of complex texts.

1. <u>Literary Text Types</u>: There are many literary genres, but for the purposes of helping passage finders and form assemblers to select a variety of text types, literature text types will be categorized using four categories:
   a. Poetry
   b. Drama
   c. Fiction
   d. Digital texts

2. <u>Informational Text Types</u>: There are many informational text types, but for the purposes of helping passage finders and form assemblers to select a variety of text types, informational text types will be categorized using four categories:
   a. Literary Non-fiction
   b. History/Social Science Texts
   c. Science/Technical Texts
   d. Digital Texts

It will also be helpful for passage finders and form assemblers to consider the many types of texts within these various text types that could serve as authentic source materials for the PARCC Mid-Year and Summative Assessments, particularly when selecting informational texts. For science/technical texts, this will usually provide both prose and non-prose information (i.e., graphic or visual elements).

The following types of informational texts may be considered appropriate for the PARCC assessments:
- Advertisements
- Agendas
- Autobiographies
- Biographies
- Company profiles
- Contracts
- Correspondence
- Essays
- Feature articles
- Government documents
- Histories
- Interviews
- Journal articles
- Legal documents
- Magazine articles
- Memoirs
- News articles
- Opinion/Editorial pieces
- Political cartoons
- Primary and Secondary Sources[3]
- Product specifications
- Product/Service descriptions
- Recipes
- Reports
- Reviews
- Science investigations
- Speeches
- Textbooks
- Tourism guides
- Training manuals
- User guides/manuals

When selecting informational texts from which students are asked to generate narrative descriptions (Type 2 Narrative Task), passage finders will need to carefully consider whether the informational text provides sufficient information for the student to write a detailed account of a real experience or event or a description of a procedure. To provide an understanding of narrative descriptions as well as an

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[3] A primary source is a document or physical object which was present during an experience or time period and which offers an inside view of a particular event. Examples include letters, memoirs, diaries, journal entries, bill of sale, etc. A secondary source is a document or physical object that analyzes, references, and/or uses information from a primary source. Examples include textbook entries, journal articles based on primary source material, etc.

explanation of narrative description writing on the performance-based assessment, see the section below titled "Understanding Narrative Description":

According to the Standards:

1. Writing Standard 3 (Anchor) reads:

> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.

We can distinguish between those narratives that develop real or imagined experiences or events (narrative stories) in which the primary purpose of the writing is to relate the story and those narratives that develop real experiences or events (narrative descriptions) in which the primary purpose is to inform about or explain the experience or event.

2. According to CCSS—Appendix A:

Narrative Writing

> Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models[4] of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

According to the Model Content Frameworks:

Narrative writing offers students opportunities to express personal ideas and experiences; craft their own stories and descriptions; and deepen their understandings of literary concepts, structures, and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions.

PARCC state content leaders recognized that just as authentic writing can require students to create "informational arguments" (application of W. 1 and W.2), there are authentic reasons to create

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[4] An event model is a description or analysis of a historical event.

narrative descriptions (application of W.2 and W.3). The Frameworks make clear that students, in learning to write for different authentic purposes, audiences, and tasks, will produce "analytic writing"—writing that blends purposes and integrates the various writing standards.

The PARCC Assessments:

Accordingly, the PARCC assessments will afford students opportunities to write both narrative stories and narrative descriptions. PARCC has developed two distinct task generation models: Type 1 Narrative Tasks generate narrative stories. Students read fictional texts and then write a narrative story. Type 2 Narrative Tasks generate narrative descriptions. Students read non-fiction texts and then write a narrative description.

Since most classroom instruction has focused primarily on narrative story, in the first few years, PARCC plans for the required annual narrative writing performance-based task on the summative assessment in grades 3 to 11 to be derived from the Type 1 task model—to elicit a narrative story. Some forms of the mid-year assessment in grades 3-11 will elicit a narrative story and some forms will elicit a narrative description (be derived from the Type 2 task model). After PARCC has determined that PARCC state educators have had ample opportunity to implement the CCSS and to teach students to compose narrative descriptions, PARCC may choose to allow for the required annual narrative writing performance-based tasks on the summative assessment in grades 3-11 to draw from either Type 1 or Type 2 task models (to elicit either a narrative story or a narrative description).

Examples of Narrative Descriptions:

- If a student read an interview of a Civil Rights worker in Mississippi during the 1960's, the student could be prompted as follows: Write a narrative description of an event from the Civil Rights worker's experience based on information from the interview.

- If a student read an article about the first U.S. poet laureate, the student could be prompted as follows: Write a narrative description to relate the key events from the poet's early life that led to this poet's development as an author of prominence.

- If a student read a primary source account of the Battles of Lexington and Concord written by Paul Revere, a student could be prompted as follows: You are competing in the National History Day Competition at your school. Your teammates have asked you to write a narrative describing the battles at Lexington and Concord from the point of view of Dr. Samuel Prescott to include in your competition display. Use the information gained about the battle and Dr. Prescott's role from the primary source letter written by Paul Revere.

- If a student were asked to view a video of a person performing a science investigation or of a person performing another kind of technical task. The student could be prompted as follows: Based on what you learned from the video, write a narrative description of the process one should follow to implement the science investigation (or technical task) viewed in the video.

In each of these examples, the student would be using narrative structure to describe a real event or procedure. While some might call these "informative essays" as the primary purpose is to inform, since the student's written responses would be written in narrative form and the student would need to effectively use narrative structure and elements, both W.2 and W.3 apply.

Understanding Seminal and Foundational Texts:

A foundational text in literary terms introduces concepts, ideas, metaphors, etc., that have influenced other texts or a literary or historical movement, and/or have been widely alluded to in other texts of literary merit written subsequent to the publication of the proposed text stimulus. As such, these are texts that have been widely read and studied.   While PARCC does not intend to develop a list of foundational texts, PARCC will recognize as "foundational" any text that meets the description above and that has extensive critical acclaim and/or extensive literary critical work focused on explaining/analyzing the proposed foundational text.

Additional Criteria for Selecting Informational Texts That Are Seminal and/or Foundational

Three standards, RI.9-10.9, RI.11-12.8, and RI.11-12.9, require students to read informational texts that are seminal and/or foundational U.S. texts.

- Note: All passages submitted for the Grade 11 Research Simulation task models for literary nonfiction must be foundational U.S. texts. In keeping with the Standard 9 requirement in the task models, even when the text requirements only generally require "literary non-fiction," at least 2 of the 3 texts must be 17-19th century texts; the 3rd may be 20th century. The final PCR must be tied to the 17-19th century texts but may also draw from a 20th century text.

To provide further explanation of the types of U.S. texts that belong within these special categories of texts, Sue Pimentel has prepared the following white paper that should be referenced when selecting seminal and/or foundational texts for the PARCC Mid-Year and Summative Assessments:

Clarifying Guidance on How to Apply Reading Standards RI.9-10.9, RI.11-12.8, RI.11-12.9 for Instruction and Assessment

At the high school level, three standards in the CCSS informational reading standards call on students to read seminal and foundational US documents of historical and literary significance. The focus on seminal and foundational US documents was suggested (and in some cases explicitly named) because:

1. These texts are practical and educationally powerful, ensuring rigor and quality in terms of what students will be asked to read. Being able to handle informational texts of this nature is a strong predictor of college and career readiness, and prepares students for a wide range of reading challenges.

2. Overall, they invite careful and close analysis, making them ideal for instruction and for assessment. They are brief enough to be ideal for classroom use and typically can be excerpted beautifully for assessment use because of the density and repetition of ideas.

3. Lastly, grasping the import of these works reflects an understanding and commitment to participating in the civic life of the country. It is striking how much of political conversation of the US returns to the Founding Documents and the Great Conversation that they continue to generate. They are essential for access into public discourse and being an informed citizen.

The three standards are related but different in terms of their parameters and implications for assessments:

RI.9-10.9: *Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.*

The word "seminal" in RI.9-10.9 means US documents of historical and literary significance that are pivotal, ground-breaking, and have lasting influence—ones that have had an impact on our collective thought and practice. These are texts that collectively are part of the cultural and civic discourse in the country. This would include, as Dana Breitweiser noted in her recent e-mail (February 8), the "great thinkers in our nation's history that have been influential in shaping the course of our society . . . but also those that reflect the changing fabric of our society at different times, including minority voices, dissenting voices, and multiple perspectives from people who played important roles in shaping thought on critical themes and issues at different times throughout our nation's history." This corpus could also include celebrated letters, journals, and memoirs from common, everyday individuals who are reflecting first-hand on their experience of certain national policies and practice (e.g., a widely circulated collection of letters from Civil War soldiers, diaries of Japanese Americans during WWII) as well as prominent Supreme Court cases that uphold or strike down lower court rulings when such decisions have entered the body politic and impacted societal thought and practice (sometimes well after the events upon which they are reflecting).

The other aspect of this standard that shouldn't be lost is that it asks for how seminal U.S. documents of historical and literary significance "address related themes and concepts." This requires reviewing more than one seminal text at a time. There are, however, limits on what counts as "seminal": a letter from a soldier from the Civil War describing his new mess kit paired with an article describing the evolution of the "spork" would not qualify. Just because a text is historical—regardless of how interesting and compelling it may be—does not mean it qualifies as seminal.

RI.11-12.8: *Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).*

The intent of this standard is similar to RI.9-10.9, though it shifts the focus from "related themes and concepts" to "reasoning" within seminal texts. To put it simply, the seminal texts described in the grades 9-10 standard are the same as those described in the 11-12 standards. The other addition in the grades 11-12 standard is to also include texts that apply constitutional principles as well as works of public advocacy. Seminal texts here include (but are not limited to) documents that emphasize "application of constitutional principles and use of legal reasoning" and "public advocacy." This means that US Supreme Court cases should figure prominently as well as advocacy that shaped (or is shaping) national public opinion and/or attitudes of decision-makers regarding political, economic, and social issues, causes, and policy.

RI.11-12.9: *Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.*

This standard is closely connected to the two standards above, as it covers much of the same content as the other two. Much like its counterpart in Grades 9-10, the focus in this standard is on the themes, purposes, and rhetorical features of these texts. The term "foundational U.S. documents," however, suggests a stricter interpretation, as the texts listed in the standard are required reading. They include the Preamble to the US Constitution, the Bill of Rights, and the Declaration of Independence—documents that go directly to the founding of the nation. The standard uses the word "including," which means that while the named documents must be read, the notion of a "foundational document" is not limited to them. (For shorthand, the texts that articulate the principles of liberty and equality and exhort us to live up to those principles throughout the nation's history can be referred to as the Great Conversation).

Unlike the other two standards, this standard places time limits on that Conversation—only going up through the nineteenth century. In addition to the named texts, documents that have contributed to the Great Conversation include the Federalist Papers, debates from the Constitutional Convention, and writings from Jefferson, Madison and Washington; the Gettysburg Address (for how it re-invigorates the Declaration), the Emancipation Proclamation, and of course Lincoln's Second Inaugural (named explicitly in the standard); documents relating to women's rights in the 19th century as well as speeches given by Native American leaders; and writings from eminent civil rights leaders and early Supreme Court cases addressing equal rights.

C. Selecting authentic passages that allow for a range of standards/evidences to be demonstrated to meet the PARCC claims

Evidence Tables

In grades 3 through 11, the Common Core State Standards for reading contain a set of standards for literary texts and a set for informational texts. In grades 6 through 11, there are two additional sets of standards, one for the science/technical domain and one for the history/social studies domain. After a text has been designated for use within a specific grade, the passage selector must consider how the content and structure of the passage support the claims and evidence to be elicited by the assessment. If the text is literary, the passage selector should use the appropriate grade-level evidence tables aligned to the reading literature and reading vocabulary sub-claims. If the passage is informational, the passage selector should use the appropriate grade-level evidence tables aligned to the reading information and reading vocabulary sub-claims. Science/technical texts must include sufficient data and/or quantitative details to elicit the evidences for the science and technical literacy standards. The evidence tables are included in Appendix A.

Paired Passages

Within each grade, several standards call for students to use more than one text in order to demonstrate achievement of the standard.

Number of Standards Requiring More than One Text
The standard codes for the paired or multiple text standards in the CCSS are listed by grade in the table below. The table shows that the numbers of these standards vary, not only by grade level, but also by domain [Reading Literary Text (RL), Reading Informational Text (RI), Reading History/Social Studies Text (RH), and Reading Scientific and Technical Text (RST).]

Table 3. Standards Requiring Paired or Multiple Texts

Grade	Number of RL, RI, RH, and RST standards requiring more than one stimulus (stimulus may be text, art, graphic, quantitative info, multimedia)	Standard Codes
3	4	RL.7, 9; RI.7, 9
4	6	RL.6, 7, 9; RI.6, 7, 9
5	6	RL.7, 9; RI.5, 6, 7, 9
6	8	RL.7,9; RI.7,9; RH.7,9; RST.7,9
7	8	RL.7,9; RI.7,9; RH.7,9; RST.7,9
8	9	RL.5, 7,9; RI.7,9; RH.7,9; RST.7,9
9-10	9	RL.7,9; RI.7,9; RH.6,7,9; RST.7,9
11	8	RL.7,9; RI.7; RH.6,7,9; RST.7,9

Considerations for Paired or Multiple Texts with Accompanying Visuals

For the PARCC End-of-Year Assessment (EOY), a literary text can be paired with an informational text that is accompanied with a visual (i.e., painting, photograph). If the informational text that goes with the painting is to be assessed along with the painting, then the pairing fits into the "literary and informational text pairing" category, and the points when both informational and literary standards/evidences are applicable are applied only to the Major Claim for Reading, not for the sub-claims. Items would not assess a reading of only the painting.

It is possible to have a literary text paired with a painting with a small amount of informational text where one does not ask any items associated with the informational text (i.e., a painting with a brief informational caption). In this case, the points would be attributable to both the Major Claim for reading and the Reading Literature Sub-Claim.

On the PBA, the only time informational and literary texts are paired is for the grade 7 Research Simulation Tasks that include RL.7.9, in which a literary document is paired with an historical document (to measure the one standard that actually requires this type of pairing).

Criteria for Selection of Paired or Multiple Texts

Paired or multiple texts used to assess the standards shown in the table above should be selected with the same care as all texts used on the PARCC assessments. Exposing students to grade-level texts— including texts from the domains of ELA, science, history/social studies, technical subjects, and the arts—of appropriate complexity lies at the heart of the assessment of the Common Core State Standards. The assessment should require the careful gathering of observations about each text and careful consideration about what those observations taken together add up to—from the smallest linguistic matters to larger issues of overall understanding and judgment.

There are several additional criteria for selecting the passages for the standards that require more than one text. These criteria are based on the language of the standard and depend on the explicit purpose of the standard—what it is that students are being asked to do with the text. The standards in Table 3 can be sorted into several general categories based on their purposes. Listed below are the general purposes and the requirements for the texts that will assess each purpose.

1. **Compare literary elements, including theme**

The two or more literary texts selected to assess standards that call for comparison and analysis of literary elements (including theme) must contain literary elements that

- Are readily discernible to students (e.g., identifiable themes supported by textual evidence, clearly delineated points of view)
- Are meaningful (e.g., a setting that contributes to the plot or theme)

- Have significant points of comparisons (e.g., themes that have a recognizable relationship to each other, similar settings that have differing but related impacts in the literary texts, plots with similar elements).

For standard RL.4.5, the texts must be poems, drama, or prose.

For standards RL.3.9, RL.4.6, and RL.5.9, the texts must be fiction.

For standard RL.6.9, more than one different literary genre must be used.

For standard RL.11-12.9, texts must be chosen from foundational works within the same period in American literature.

<div align="center">Table 4: Standards in Which the Primary Focus Is Comparison of Literary Elements</div>

RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

2. **Compare central ideas, topics, and/or events (including same event and point of view) in two or more informational texts**

The two or more informational texts selected to assess standards that call for comparison and analysis of central ideas, topics, or events must

- Not only treat the same general topic but also both contain more focused ideas related to the broader topic (e.g., not two texts simply about bees, but texts that treat ideas like beneficial effects of bees or signals among bees).
- Have discernible points of comparison in terms of such aspects as author's point of view or focus, amount and quality of evidence, differences in emphasis, significant omissions and/or inclusions of ideas.
- Have points of comparison that invite questions beyond superficial observations (e.g., "Which text has more detail about [idea]?" or "Which text mentions [topic]?}"

For standard RI.3.9, both texts must be on the same topic.

For standard RI.4.6, the texts must be a firsthand and a secondhand account of the same event or topic.

For standards RI.5.6, RH.9-10.6, and RH.11-12.6, texts must be on the same topic with discernible points of view that can be compared.

For standard RI.8.9, the texts must provide conflicting information.

For standard RI.9-10.9, the texts must be selected from seminal U.S. documents of historical and literary significance.

Table 5: Standards in Which the Primary Focus Is Comparison of Central Ideas, Topics, or Points of View

RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

3. **Compare and/or analyze different versions of the same text (literature or informational texts)**

Items that assess the standards in this category are based on a text and a second version of that text, with the second version either an audio or a video presentation. Students are asked to make comparisons between the two versions. Texts chosen to assess this category of standards must

- Be a copy of the written text accompanied by an audio or video rendition of the text so that the aspects affected by delivery in a different medium can be discerned.
- If there are minor variations in words between the written version and the audio or video version, the script of the media version should be provided for ease of comparison.

For standards RL.4.7 and RL.8.7, the written text must be a story or drama.

For standards RL.6.7, RL.7.7, and RL.11-12.7, the written text must be a story, drama, or poem.

For standard RI.7.7, the written text may be a speech or other informational text.

Table 6: Standards in Which the Primary Focus Is Comparing Different Versions of the Same Text

RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

4. **Analyze how ideas are transformed from one text to another literature or informational text**

Standards in this category require more than the comparison of literary elements (purpose 1) or the comparison of ideas, topics, events, or points of view in informational texts (purpose 2). They also are different from the standards in the purpose 3 category, where comparisons are required between a written text and another version of that same text.

Standards in the purpose 4 category require an analysis of how ideas or events have been transformed from one text to another. The transformation can be from one genre to another or from one work to another. Because the focus is transformation of ideas,

- The texts must contain ideas or events that have been reused and changed in discernible ways from an original text to a derivative text; the student must be provided with both the original text and the derivative text.
- The texts may be primary and secondary sources—historical or scientific/technical—with the same topics or events may be used.
- The texts may be classic works (e.g., mythology, Shakespeare) where one text transforms the other, or a classical text may be paired with a newer text that incorporates material from that classical text.

- Care must be taken to select texts that allow for meaningful analysis.

For standard RI.6.9, the same event(s) must be presented in different texts.
For standard RL.7.9, the texts must consist of a fictional portrayal and a historical account of the same time, place, or character.
For standards RL.8.9 and RL.9-10.9, the texts must consist of an original source text and a new text that transforms material in the original. For the grade 8 standard, the new work must be modern fiction.
For standards RI.8.7, RL.9-10.7, RI.9-10.7, and RST.6-8.9, the texts must be different mediums (e.g., art and text, text and multimedia).
For standards RH.6-8.9 and RH.9-10.9, primary and secondary sources on the same topic should be provided.
For standards RST.6-8.7 and RST.9-10.7, the set of texts should include quantitative or technical information that can be translated from words into visual form and vice-versa.

Table 7: Standards in Which the Primary Focus Is the Transformation of Ideas

RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
RL.7.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

5. **Integrate information for a purpose**

The standards in this category are less focused on comparison of texts and more focused on synthesis of ideas from texts, usually for a specific purpose. The texts selected to assess these standards must therefore

- Lend themselves to synthesis of ideas so that students can develop a coherent understanding of the topic (e.g., sufficient information about the Emancipation Proclamation that students gain an understanding of most of the key ideas and details on this topic).
- Represent a range of different kinds of texts, including those with visual and quantitative representations of information.

For standard RI.4.9, there must be two texts on same topic.

For standard RI.5.7, there must be two or more texts that invite and permit students to answer a question or solve a problem.

For standard RI.5.9, several texts on the same topic must be used.

For standards RH.11-12.9 and RST.11-12.9, there must be multiple texts on same topic that can yield a coherent understanding of that topic.

For standards RI.6.7, RI.11-12.7, RH.6-8.7, RH.9-10.7, RH.11-12.7, and RST.11-12.7, two or more texts must be used, one of which is in a different medium from the other; this medium can include a visual or quantitative presentation of information.

Table 8: Standards in Which the Primary Focus Is the Integration of Information

RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RST.11-	Integrate and evaluate multiple sources of information presented in diverse formats and

12.7	media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

6. Compare structures of texts

This category is smaller than the others but has been kept separate in this document because the textual requirements are very specific. Texts selected for this purpose must

- Have clearly discernible structures that are used consistently throughout most of the texts (e.g., a comparison structure used as the basis for an entire article rather than in a single paragraph).
- Rarely have structures that are simply chronological; a comparison of chronology-based texts is usually not fruitful. When two or more texts with a chronological structure are to be compared, there should be specific similarities and/or differences that lend themselves to meaningful analysis in terms of the authors' purposes or viewpoints.

  For standards RI5.5 (informational) and RL8.5 (literary), texts of any appropriate genre may be used.

Table 9: Standards in Which the Primary Focus Is Analysis of Text Structure

RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

7. Analyze supplemental elements

The final category contains standards that call for supplemental elements. Two separate texts are not required, but a second element—visual, oral, multimedia, or quantitative—must be attached to the text to be assessed. Students are therefore not asked for comparison or synthesis of texts, as in the categories of standards discussed earlier, but they are asked to analyze the contribution of the supplemental element or the means of presentation of the element. Guidelines for selection of the element include:

- The additional visual, oral, multimedia, or quantitative element should provide information that is essential for understanding the text.
- The additional element should rise organically from the ideas in the text and not be "added on" simply for the purposes of testing (e.g., a chart of general statistics about which nations have won the most gold medals should not be artificially attached to an account of an Olympic hockey game).

For standards RL.3.7 and RI.3.7, one or more illustrations are required.

For standards RI.4.7 and RI.5.7, supplemental information presented visually, orally, or quantitatively is required.

Table 10: Standards in which the Primary Focus Is Analysis of Supplemental Elements

RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Using Texts to Assess More Than One Purpose

The preceding discussion of purposes for paired or multiple texts shows that for many of the Common Core Standards the requirements for text selection can be specific and stringent. Consequently, when selecting paired or multiple texts, it is important first to determine which category of standards the texts will be measuring and then to determine which other standards in that grade level need to be measured with the same texts. There may be instances when the requirements for one standard preclude or challenge the requirements for another. For example, in grades 9-10, paired informational texts that will be assessing RI.9-10.9 ("Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's 'Letter from Birmingham Jail,' including how they address related themes and concepts") may not be useful for also assessing RI.9-10.8 ("Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). In general, taking care to understand the focus of the standards during the text selection process will make item development go more smoothly and will result in higher quality items.

E. Meeting the Demands of Bias and Sensitivity Guidelines:

Passage finders should become familiar with the bias and sensitivity guidelines for PARCC and use these guidelines to help determine which texts are viable for use on the PARCC Mid-Year and Summative Assessments.

Literary Complexity Analysis Worksheet

Stimulus Title		Stimulus Author	

Quantitative Analysis: Computer-based quantitative tools used to analyze text complexity and recommend placement of a text within a grade band.

Lexile	
Source Rater	
Reading Maturity Metric	

CCSS Grade Bands	Text-Analysis Tools		
	Lexile	SR	RMM
2-3	420-820	0.36-5.62	3.53-6.13
4-5	740-1010	3.97-8.40	5.42-7.92
6-8	925-1185	5.85-10.87	7.04-9.57
9-10	1050-1335	8.41-12.26	8.41-10.81
11-CCR	1185-1385	9.62-13.47	9.57-12.00

*Texts such as poetry, drama, transcripts, and those depicting step-by-step processes will be assigned a grade level based on a qualitative evaluation

Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	NOTES
MEANING	Multiple levels of meaning that may be difficult to identify, separate, and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text		Multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety		One level of meaning; theme is obvious and revealed early in the text		
TEXT STRUCTURE	Prose or poetry includes more intricate elements such as subplots, shifts in point-of-view, shifts in time, or non-standard text structures		Prose includes two or more storylines or has a plot that is somewhat difficult to predict (e.g.; in the case of a non-linear plot); poetry has some implicit or unpredictable structural elements		Prose or poetry is organized clearly and/or chronologically; the events in a prose work are easy to predict because the plot is linear; poetry has explicit and predictable structural elements		
LANGUAGE FEATURES	Language is generally complex, with abstract, ironic, and/or figurative language, and regularly includes archaic, unfamiliar, and academic words; text uses a variety of sentence structures, including complex sentences with subordinate phrases and clauses		Language is often explicit and literal but includes academic, archaic, or other words with complex meaning (e.g; figurative language); text uses a variety of sentence structures		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences		
KNOWLEDGE DEMANDS	The text explores complex, sophisticated, or abstract themes; text is dependent on allusions to other texts or cultural elements; allusions or references have no context and require inference and evaluation		The text explores several themes; text makes few references or allusions to other texts or cultural elements; the meaning of references or allusions may be partially explained in context		The text explores a single theme; if there are any references or allusions, they are fully explained in the text		
USE OF GRAPHICS (Optional)	When graphics are present, the connection between the text and graphics is subtle and requires interpretation		Graphics support interpretation of selected parts of the corresponding written text; they may introduce some new and relevant information		Graphics support and assist in interpreting text by directly representing important concepts from the corresponding written text		
AUDIO STIMULUS (Optional)	Spoken language is academic, abstract, and/or archaic, and the dialogue establishes meaning that is often implicit; the content seldom overlaps with the content in the text with which it is paired, and the relationship between the two texts is subtle and intricate		Spoken language includes some archaic and academic vocabulary, and the dialogue establishes meaning that is sometimes implicit; the content introduces some ideas not present in the text with which it is paired		Spoken language is simple, conversational, and/or familiar, and the dialogue establishes meaning that is highly explicit, straightforward, and easy to understand; the content bears a clear relationship to content in the text with which it is paired and may even repeat the same language		
VISUAL/VIDEO STIMULUS (Optional)	The visual presentation is essential for gaining a deeper understanding of the text with which it is paired; it may provide additional information not otherwise conveyed in the text		The visual presentation is mainly supplemental to understanding the text with which it is paired; it is fairly easy to understand but not entirely predictable		The visual presentation is easy to understand; it engages the reader more than it enhances understanding of the text with which it is paired		

Final Placement Recommendation	Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.	Notes
Grade Level		
Complexity Level		

Informational Complexity Analysis Worksheet		
Stimulus Title		**Stimulus Author**

CCSS Grade Bands	Text-Analysis Tools		
	Lexile	SR	RMM
2-3	420-820	0.36-5.62	3.53-6.13
4-5	740-1010	3.97-8.40	5.42-7.92
6-8	925-1185	5.85-10.87	7.04-9.57
9-10	1050-1335	8.41-12.26	8.41-10.81
11-CCR	1185-1385	9.62-13.47	9.57-12.00

Quantitative Analysis: Computer-based quantitative tools used to analyze text complexity and recommend placement of a text within a grade band

Lexile	
Source Rater	
Reading Maturity Metric	

Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	NOTES
PURPOSE	The text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract		The primary purpose of the text is not stated explicitly but is easy to infer based upon context or source; the text may include multiple perspectives		The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a singular perspective		
TEXT STRUCTURE	Connections among an expanded range of ideas, processes, or events are often implicit, subtle, or ambiguous; organization exhibits some discipline-specific traits; any text features are essential to comprehension of content		Connections between some ideas, processes, or events are implicit or subtle; organization is generally evident and sequential; any text features help facilitate comprehension of content		Connections between ideas, processes, and events are explicit and clear; organization is chronological, sequential, or easy to predict because it is linear; any text features help readers navigate content but are not essential to understanding content		
LANGUAGE FEATURES	Language is generally complex, with abstract, ironic, and/or figurative language, and archaic and academic vocabulary and domain-specific words that are not otherwise defined; text uses many complex sentences with subordinate phrases and clauses		Language is often explicit and literal but includes some academic, archaic, or other words with complex meaning; text uses some complex sentences with subordinate phrases or clauses		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences		
KNOWLEDGE DEMANDS	The subject matter of the text relies on specialized, discipline-specific knowledge; the text makes many references or allusions to other texts or outside areas; allusions or references have no context and require inference		The subject matter of the text involves some discipline-specific knowledge; the text makes some references or allusions to other texts or outside ideas; the meaning of references or allusions may be partially explained in context		The subject matter of the text relies on little or no discipline-specific knowledge; if there are any references or allusions, they are fully explained in the text		
USE of GRAPHICS (Optional)	Graphics are essential to understanding the text; they may clarify or expand information in the text and may require close reading and thoughtful analysis in relation to the text		Graphics are mainly supplementary to understanding the text; they generally contain or reinforce information found in the text		Graphics are simple and may be unnecessary to understanding the text		
AUDIO STIMULUS (Optional)	Spoken language is highly academic and technical, and the points made are often implicit; the content seldom overlaps with the content in the text with which it is paired, and the relationship between the two texts is subtle and intricate		Spoken language includes some academic vocabulary and/or some technical language, and the points made are sometimes implicit; the content introduces some ideas or points not present in the text with which it is paired		Spoken language is non-technical, and the points made are highly explicit and coherent; the content bears a clear relationship to the text with which it is paired and may even repeat the same points		
VISUAL/VIDEO STIMULUS (Optional)	The visual presentation is essential to understanding the text with which it is paired; it may clarify or expand information in the text and requires close reading or thoughtful analysis in relation to the text		The visual presentation is mainly supplemental to understanding the text with which it is paired; it is fairly easy to understand and generally reinforces information found in the text		The visual presentation is simple and only slightly reinforces understanding of the text with which it is paired; it is easy to understand and engages the reader more than it provides information		

Final Placement Recommendation		Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.	Notes
Grade Level			
Complexity Level			